



## EAST ELEMENTARY

901 East Harrison Street  
Dillon, South Carolina

<b>Grades</b>	PK-3 Elementary School	
<b>Enrollment</b>	610 Students	
<b>Principal</b>	Bobbie Walters	843-774-1222
<b>Superintendent</b>	D. Ray Rogers	843-774-1200
<b>Board Chair</b>	Fitzgerald Lytch	843-774-5454

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Below Average</b>
2009	Average	At-Risk
2008	Average	Below Average
2007	Average	At-Risk
2006	Good	Excellent

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

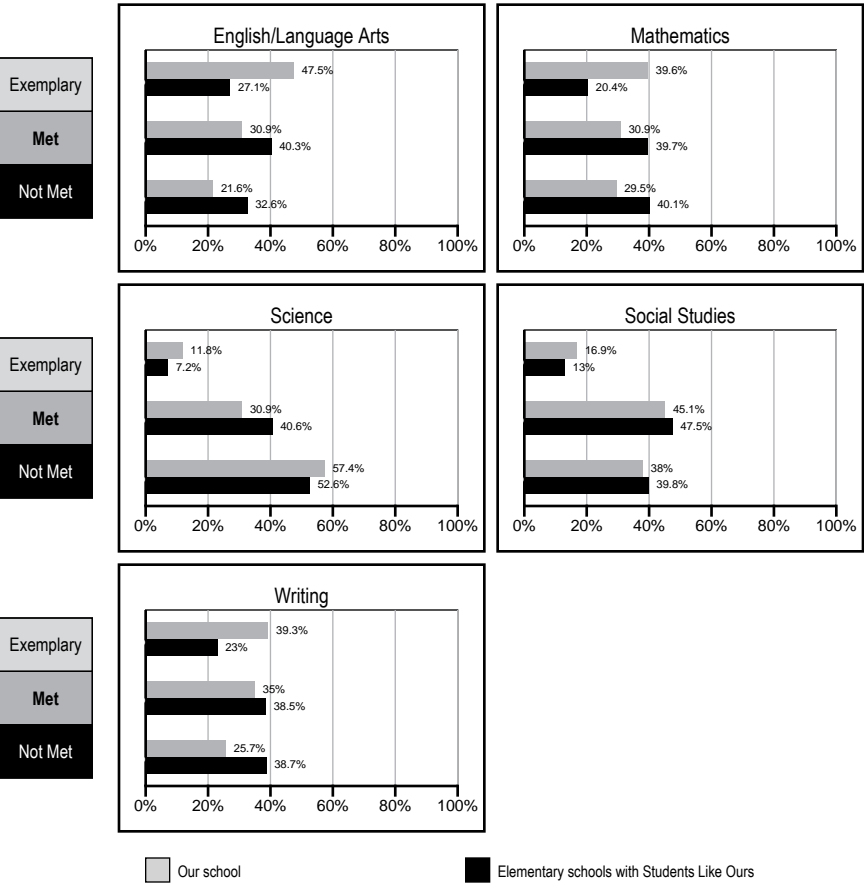
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	3	103	47	19

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=610)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.1%	Down from 5.0%	1.5%	1.2%
Attendance rate	97.4%	Up from 96.1%	95.8%	96.1%
Eligible for gifted and talented	1.3%	Down from 4.0%	5.1%	11.7%
With disabilities other than speech	4.5%	Up from 3.5%	8.6%	8.0%
Older than usual for grade	3.4%	Down from 3.7%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
<b>Teachers (n=34)</b>				
Teachers with advanced degrees	64.7%	Up from 52.9%	58.6%	60.5%
Continuing contract teachers	76.5%	Up from 70.6%	80.4%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 3.1%	0.0%	0.0%
Teachers returning from previous year	89.8%	Down from 91.8%	85.0%	87.0%
Teacher attendance rate	96.5%	Up from 95.7%	95.2%	95.4%
Average teacher salary*	\$45,819	Up 2.3%	\$45,655	\$47,288
Professional development days/teacher	14.7 days	Up from 14.5 days	11.1 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.5	4.0
Student-teacher ratio in core subjects	22.8 to 1	Up from 22.2 to 1	17.8 to 1	19.2 to 1
Prime instructional time	93.8%	Up from 91.3%	90.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Excellent	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$5,225	Up 8.6%	\$8,366	\$7,548
Percent of expenditures for instruction**	77.8%	Up from 75.8%	68.0%	68.7%
Percent of expenditures for teacher salaries**	72.8%	Up from 72.2%	62.9%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

At East Elementary School, our mission is to develop responsible, life-long learners by providing a nurturing environment where the school and community work together to ensure success. Our mission reflects the high expectations we have for our school.

East Elementary serves approximately 600 students. We are a Title I Schoolwide Project site due to the high number of students on free and reduced-price lunch status. East Elementary is fully accredited by the Southern Association of Colleges and Schools (SACS).

We believe that early intervention is the key to success for our students. We strive to provide numerous opportunities for those students who struggle in reading and/or math. Tutors were hired to work with at-risk students in grades 1-3. This past year, we trained additional teachers and tutors in the Sunday Reading System. Saxon Math is another intervention program that was provided for struggling students in grades 1-3. We also offered an after-school program to reach those who were at risk for retention. Enrichment opportunities are provided for students in the Gifted and Talented program.

We worked with area businesses to promote academic achievement and citizenship. Zaxby's, Chic-fil-A's Core Essentials Character Program, Burger King, and Dillon Kiwanis Club assisted us in recognizing outstanding students. We held a quarterly Awards Day Program, where students were recognized in the following areas: Honor Roll, Perfect Attendance, MAP Award, Terrific Kids, and excellence in each of the four core subjects.

This year, we continued our tradition of service within our community and around the world. We participated in Pinwheels for Peace, Red Ribbon Week, Fire Safety Week, Veterans' Day celebrations, and National Education Week. Our school raised \$705.98 for Pennies For Patients. We also participated in several canned food drives, contributed gift boxes to Operation Christmas Child, made cards for our local soldiers, brought donations for the local animal shelter, collected aluminum cans for a former custodian, and collected soda pop tabs for the Ronald McDonald House.

To enhance our instruction and technology opportunities, we have installed Promethean Boards and document cameras in all grade 1-3 classrooms and two kindergarten classrooms. These tools are available in the computer lab for classes that do not yet have them. All classrooms have new, updated computers. Teachers continually receive training on how to use these new items and new programs.

Parents were offered multiple opportunities to visit the school and be active participants in their children's education. Title 1 and school parent activities provided numerous avenues for involvement and input.

Bobbie Walters, Principal  
Celeste Gough, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	141	105
Percent satisfied with learning environment	97.2%	91.3%	88.5%
Percent satisfied with social and physical environment	97.2%	88.6%	85.3%
Percent satisfied with school-home relations	77.8%	95.7%	84.3%

\* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.4%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.4%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	153	100	21.6	30.9	47.5	89.2	71.7	83.5	Yes	Yes
<b>Gender</b>										
Male	76	100	25.4	32.4	42.3	84.5	68.7	80.1	N/A	N/A
Female	77	100	17.6	29.4	52.9	94.1	74.8	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	61	100	10.5	24.6	64.9	94.7	81.7	89.6	Yes	Yes
African American	79	100	29.6	36.6	33.8	85.9	69	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	90.6	79.6	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	72.9	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	14	100	61.5	15.4	23.1	84.6	38.4	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	64.7	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	135	100	24.8	33.9	41.3	87.6	69.9	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	153	100	29.5	30.9	39.6	82	70.8	80.4	Yes	Yes
<b>Gender</b>										
Male	76	100	32.4	28.2	39.4	78.9	69.6	78.4	N/A	N/A
Female	77	100	26.5	33.8	39.7	85.3	72.1	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	61	100	14	36.8	49.1	89.5	82.6	87.8	Yes	Yes
African American	79	100	39.4	29.6	31	76.1	67.8	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	86.8	78.3	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	70.8	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	14	100	38.5	38.5	23.1	69.2	37.7	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	60	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	135	100	33.9	32.2	33.9	79.3	69.1	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	77	100	57.4	30.9	11.8	42.6	45.2	67.3
<b>Gender</b>								
Male	39	100	48.6	37.1	14.3	51.4	46.9	66.9
Female	38	100	66.7	24.2	9.1	33.3	43.5	67.7
<b>Racial/Ethnic Group</b>								
White	27	100	42.3	46.2	11.5	57.7	68.7	79.6
African American	44	100	70.3	18.9	10.8	29.7	38.1	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	56.4	59.4
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	48.4	69.5
<b>Disability Status</b>								
Disabled	8	I/S	I/S	I/S	I/S	I/S	14.3	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	41.1	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	67	100	63.8	25.9	10.3	36.2	42.5	55.4

<b>Social Studies</b>								
All Students	76	98.7	38	45.1	16.9	62	50.9	70.9
<b>Gender</b>								
Male	37	97.3	41.7	38.9	19.4	58.3	50.3	70.1
Female	39	100	34.3	51.4	14.3	65.7	51.4	71.7
<b>Racial/Ethnic Group</b>								
White	34	97.1	19.4	48.4	32.3	80.6	61.5	79.2
African American	35	100	52.9	41.2	5.9	47.1	47.3	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	71	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	62.1	71.2
<b>Disability Status</b>								
Disabled	6	I/S	I/S	I/S	I/S	I/S	21.6	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	48.1	68
<b>Socio-Economic Status</b>								
Subsidized meals	68	98.5	42.9	42.9	14.3	57.1	48.2	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	152	98.7	25.7	35	39.3	74.3	60.6	72.1	97.4	95.9
Gender										
Male	76	98.7	30.6	31.9	37.5	69.4	52.9	65.2	97.5	95.7
Female	76	98.7	20.6	38.2	41.2	79.4	68.7	79.2	97.3	96
Racial/Ethnic Group										
White	59	100	12.3	33.3	54.4	87.7	74.9	80.8	96.8	95
African American	80	97.5	37.5	36.1	26.4	62.5	55.6	59.7	97.9	96.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	99	97.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	81.1	64.6	97.4	97.3
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	75.5	73.4	96.1	93.6
Disability Status										
Disabled	19	94.7	38.9	44.4	16.7	61.1	19.1	27.7	96.8	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	54.2	63.7	97.8	97.7
Socio-Economic Status										
Subsidized meals	132	98.5	29.5	36.9	33.6	70.5	58	61.9	97.3	95.8

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	121	100	23.3	38.8	37.9	76.7
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	153	100	21.6	30.9	47.5	78.4
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	121	100	25.9	43.1	31	74.1
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	153	100	29.5	30.9	39.6	70.5
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	62	100	52.5	40.7	6.8	47.5
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	77	100	57.4	30.9	11.8	42.6
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	59	100	24.6	61.4	14	75.4
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	76	98.7	38	45.1	16.9	62
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	121	100	19.3	32.8	47.9	80.7
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	152	98.7	25.7	35	39.3	74.3
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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